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ABSTRACT

In response to the Pennsylvania State Board of Education's request that the Pennsylvania Association of Colleges and Universities (PACU) and the Pennsylvania Association of Private School Administrators recommend solutions to the problem of unnecessary duplication of academic programs, a one year inventory of postsecondary degree programs in the state was undertaken. The report, directed to the general public, reviews the historical context and current conditions, such as increasing costs and demands for accountability for funds, that prompted the request. A summary of the study, which sought to develop a systematic data base describing the state's degree programs in terms of need, availability, and supply is presented, along with conclusions, recommendations, and PACU policy statements. The findings include data on the number, level (associate, baccalaureate, etc.), and distribution of programs. The conclusions advise that student demand, resource availability, and manpower need be considered when judging program duplication, and that the decision is best made at the local level. The recommendations include a request that the data base be used in institutional planning, and that the development of master plans be encouraged. The PACU policy statements call for maintenance of the data base for future planning, and improvement of the current study processes. (JMD)

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ED158697

A STUDY OF ACADEMIC PROGRAMS IN PENNSYLVANIA

EXECUTIVE SUMMARY

AND

PACU POLICY STATEMENT

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HE 010 448

August 29, 1977

-Acknowledgements-

This summary and the accompanying general report have been prepared by the committee below.

First and foremost we owe a substantial debt of gratitude to the State Board of Education whose active interest and support gave initial impetus and direction to the study. The generous financial support of the Lilly Endowment, the Buhl Foundation and the Carnegie Corporation were literally invaluable and made it possible for us to undertake this precedent setting investigation.

The list of helpful persons in cooperating colleges and universities and related organizations and agencies is long. From among the many that should be commended, several deserve special notice. Professor Eileen Kuhns and her staff have provided the necessary initiative and constant effort in refinement of study design and procedures for data analysis, as well as reporting findings which have brought this study to a successful conclusion. Others to be recognized include Professor S. V. Martorana as a consultant to the study from the design phase onto the present; President John Oswald and members of the Steering Committee of PACU; Dr. James A. Ream, Executive Director of the Pennsylvania Association of Colleges and Universities; the members of the PACU Secretariat; members of the staff of the Department of Education; Dr. John Convey, who served as research consultant and liaison with the technical staff from the early months of the project; Dr. Roger Bezdek, who developed the manpower demand methodology and data; Dr. William Shoemaker, who

assisted in the examination of the variables related to finance; Dr. William Shannon and Richard Witter, who provided technical assistance in developing other portions of the survey form; Dr. Richard Bonanno, Thomas Crone, and John Redington, all of whom assisted in the development and management of the massive computer requirements essential to the project; Lucile Saxon and Jeffrey Shannon, who assisted with data compilation and report preparation; and Nancy Guarnera, Administrative Assistant for the project, who carried a wide range of responsibilities, including day by day liaison with the Pennsylvania Post-Secondary institutions participating in the study.

Respectfully submitted,

Dr. Darrell Holmes
Lou Dimasi
Rev. William Byron
Dr. Rick Spencer
Bruce Johnstone
Dr. Reck Niebuhr
Dr. S. V. Martorana

Chapter I

BACKGROUND

Introduction:

Quality in education, service and research is always a goal of education which undoubtedly will receive increasing institutional attention as the years progress. The quest for quality involves both the uniquely professional interactions required to build, sustain and change programs, and the management of resources which are necessary to support professional efforts to meet society's needs and demands. These times present the opportunity and the challenge.

In 1976-77, the more than two-hundred degree granting institutions which comprise the Commonwealth of Pennsylvania System of Higher Education spent approximately $2.2 billion through their aggregate operating budgets, of which approximately $600 million is derived from State sources.

Assuming constant dollars, and the same level of program, these institutions will spend $22 billion during the next decade. The prudent utilization of these resources requires a clear understanding of goals, comprehensive planning and thoughtful management at institutional, regional and State levels. Only in this way can Pennsylvania's postsecondary institutions continue to serve the current and emerging needs of the citizens of the State and Nation.

This study of Academic Degree Programs is a major attempt to provide one of the foundation stones for intensive planning and prudent management for postsecondary education in

Pennsylvania.

The Origin:

The State Board of Education on July 12, 1974 passed the following resolution:

> "Be it therefore resolved, that the State Board of Education requests the Pennsylvania Association of Colleges and Universities and the Pennsylvania Association of Private School Administrators to cooperatively develop and forward to the Board recommendations with respect to resolution of the problem of unnecessary duplication among the segments."

The resolution followed considerable discussion within the Board, and between the Board and Pennsylvania's postsecondary education institutions on the issues confronting postsecondary education in the Seventies. For a variety of reasons the focus fell on an examination of duplication of academic programs. The Pennsylvania Association of Colleges and Universities (PACU) and the Pennsylvania Association of Private School Administrators (PAPSA) accepted the Board's invitation. The necessary resources were secured and a state-wide study was designed and conducted.

The Organizational Context:

Postsecondary education in Pennsylvania is characterized by its diversity of institutions and its decentralization of operation. More than 200 public and private institutions of postsecondary education serve all portions of the Commonwealth. Some institutions have universal charters which allow them to be generally independent in their operations. Most institutions, even with more limited charters, are autonomous in implementing their internally developed programs. Only the state-owned segment of colleges and universities is closely controlled by state agencies.

The broad policies and actions of the State Board of Education, the Pennsylvania Department of Education, the other Executive Departments and the General Assembly of the Commonwealth acknowledge and support the philosophy which makes desirable this diversity and decentralization.

The Historical Context:

The consideration of program duplication should benefit from an understanding of the richness and complexity of Pennsylvania's postsecondary education, its historical context and its location in the current and emerging environment in which postsecondary education finds itself.

Although higher or postsecondary education has always served to prepare a society's leadership cadres, the Founding Fathers of the United States added a new purpose. If the new society was to exist through the consent of the governed, then it was essential that the citizenry be given the knowledge and understandings required to make sound judgments. This principle has been a foundation stone for education since the founding of the nation. Subsequent developments began to emphasize the importance of postsecondary education in the development of the nation's economy. The creation of new knowledge and its useful application for society and the growth of career-related education are trends which accelerated in the late nineteenth century and continue to this day.

By the turn of the century, the broad outlines of postsecondary education as known today were already clear. The earlier broad liberal education was now augmented by a career emphasis. The tradition of intellectual inquiry which had evolved into basic

scientific research was balanced by a commitment to its useful application in societal problem solving and technology development. The establishment of public and low tuition institutions made postsecondary education more accessible to all segments of the citizenry. The belief that there is a social benefit as well as a personal benefit to postsecondary education became the underlying public policy.

The post World War II era saw an unprecedented expansion of the nation's colleges and universities. First came the veterans, then the youth that followed the "baby boom", then the minorities, and more recently women, adults, and now the handicapped. The concurrent expansion of programs, plant, supporting personnel, and financial support was truly mammoth. The vitality, usefulness and responsivity of postsecondary education to both the individual citizen and the larger society made it one of the nation's great success stories. Before turning to the developments of the Seventies, it may be useful to summarize the principles that characterize postsecondary education:

-The principle that an educated citizenry is necessary to a democratic society persists.

-The principle of social utility is evident in the vast array of professional and career-related programs, and in the generation and application of useful knowledge.

-The principle of informed student choice prevails over any attempt to force choices on students.

-The principle of maintaining institutional diversity is evident in the Commonwealth System of Higher Education with its mix of public and private colleges and universities and the degree-granting sector of proprietary institutions.

-The maintenance of a healthy spirit of

competition among the variety of institutions, which is possible only because of the diversity and decentralization, fosters a responsivness to a changing student and societal need.

The Context of the Seventies:

With the societal and student unrest of the late Sixties, and then the economic decline of the Seventies, the context has changed:

- There have been challenges to the status, prestige and value of post-secondary education.
- There is a projected decline of student enrollment which leads to concern that the system may be overbuilt.
- There is a continuing pressure for funds at a time when there may be a relative decline of resources available to postsecondary education.
- The principle of public accountability for funds allocated to postsecondary education is in increasing conflict with the principle of academic autonomy.

Hence:

- There are increasing pressures to plan and control the system possibly jeopardizing the competitive free-enterprise character with its pluralism, diversity and free student choice.
- There are related pressures to move from institutional to central control.
- There are pressures to improve both system and institutional effectiveness and efficiency.

It was in this context that the concern over program duplication was born.

The Context of Effective Resource Utilization and Management:

Before the Study of Academic Programs in Pennsylvania is

summarized, a final context must be outlined. If the basic principles that characterize postsecondary education in the United States are valid, and it is here argued that they are, then the examination of program duplication must be located in the context of effective resource utilization and management. To characterize academic programs as "unnecessarily duplicative" or "wasteful" and seek to eliminate them must be seen as one of a variety of tactics that attempt to cope with restricted and shrinking resources:

> Institutional efficiencies and curtailments: If limited resources are the basic issue, there are a variety of institutional efficiencies and curtailments that can be achieved before the elimination of programs is required. Beyond the cost reduction strategies in non-program areas, the contraction of program scope and improved instructional productivity are desirable moves before elimination of degree programs is required. Numerous examples of these practices already exist in the State.
>
> Increased institutional income: The era of ample public support left approaches to other sources of income somewhat casual in some instances. More creative and aggresive approaches to income development are called for.
>
> Inter-institutional approaches to efficiency: A variety of inter-institutional approaches to achieve overall cost reductions ought to be tested before program elimination is required.
>
> New student market development: The prospect of declining traditional student enrollment will spur postsecondary education institutions to be sensitive and responsive to unmet and emerging citizen needs.

The presentation of the several contexts of postsecondary education completes the introduction to The Study of Academic Programs in Pennsylvania. The achievements of the past have built a set of principles which should guide the future development of

postsecondary education. The reality of resource constraints has brought the issue of "unnecessary" program duplication to the fore. As the reader considers the findings and recommendations, awareness of other approaches to improve resource utilization and management will place the tactic of program elimination in proper perspective.

Chapter II

SUMMARY OF STUDY

The Study:

This study provides an inventory of postsecondary degree programs in Pennsylvania for the year 1975-76. The study methodology sought to develop a systematic data base describing the state's degree programs in terms of need, availability, and supply. Building on the information available from the annual Higher Education General Information Survey, (HEGIS) and supplemented by information from a questionnaire sent to the institutions for every co-existing degree program in the Commonwealth, a computer-stored Unit Record for each program now comprises that data base. The Technical Report of the Study presents the aggregate and detailed data in two hundred tables and several appendices.

The data on the degree programs have been combined into indices of geographic co-existence, program availability, graduate production, program similarity, student demand for location, student demand for program, institutional demand for program, and manpower demand for graduates of programs.

The systematic data base developed provides governmental and institutional policy makers and planners with a factual framework through which academic programs may be viewed at the level of institution, segment, region, state, and adjacent states.

Since the data base thus far is based on a given academic year 1975-76, it provides only a "snapshot" of Pennsylvania academic programs; exceptions to this were made for a number of

variables such as graduate production over the past three years, and trends and credit production in the programs over two years. Hence, the constantly changing character of these programs, their trends and trajectories, are not presently revealed. Repetition of the study would begin to provide the basis for such trend data.

A number of products are available as a result of the study:

The Executive Summary: This concise report is directed to the general public which is interested in the current status and future of postsecondary education in Pennsylvania.

The General Report: This more detailed report is directed to the policy-oriented leadership community including the State Board of Education, the Pennsylvania Department of Education, other Executive Departments, the General Assembly of Pennsylvania, the postsecondary community of institutions, and other state, regional, and local leadership groups.

The General Report defines the issues investigated, describes the methodology utilized, presents a summary of findings and concludes with a set of recommendations.

The Technical Report: This Report presents a more complex set of analyses designed to be utilized by academic planners, decision makers, analysts, and researchers at institutional, regional and state levels. Speaking to the key issues of need, availability, and supply of degree programs, the Report presents analyses of data and indices classified by state, planning regions, geographic proximity and general program fields. Additionally, the Technical Report contains a great deal of primary data in its appendices. The Technical Report contains no conclusions relative to policy issues at either state, regional or institutional levels.

The Institutional Report: Each postsecondary institution in the Commonwealth will be provided with a computer printout of each of its programs

with a User's Manual describing approaches to the use of the program data. In addition the computer printout will identify those degree programs which co-exist with similar programs in nearby institutions. The User's Manual will make suggestions for both the institutional and inter-institutional analysis of such co-existing programs as a basis for improved institutional, inter-institutional and regional program planning.

Beyond these four major Reports, the study provides two additional and significant products:

A State-Wide and Structured Data Base: The existence of a state-wide and structured data base can, if maintained, become immensely useful to institutional, regional and state-wide planning efforts. It is a base to which additional data can be added as identified for improved post-secondary planning efforts.

A Cooperative Process: Given the historical autonomy and independence of postsecondary institutions, the development of a cooperative, inter-institutional process is a major accomplishment of the study. The open and participatory attitudes built during the organization, implementation and report preparation phases of the study signal a major advance in responsible and shared governance of the Commonwealth System of Higher Education and provide a foundation for additional collaborative efforts.

Definitions:

Degree Program: For purposes of this study, a degree program is defined as an organized set of courses leading to a degree at a particular level (example, baccalaureate sociology at X college).

HEGIS Listing: Degree programs at a given level in a particular subject matter specialization offered anywhere in the state. (Example, all baccalaureate sociology programs in Pennsylvania).

HEGIS Code: Broader classifications of subject matter specialities combining related HEGIS listings at a particular degree level. (Example,

all baccalaureate social science programs in Pennsylvania).

Geographic Co-existence: Any two programs with the same HEGIS listing in the same area are judged in a state of geographic co-existence. For associate degrees, the area of geographic co-existence is that with a 30 mile radius, for baccalaureate and master's level, the radius is 50 miles, and for first professional and graduate programs, the comparisons are made on a state-wide basis.

Availability: The number of HEGIS Listing degree programs available per million population aged 18 or higher.

Student Demand for Program: The extent to which students wish to enter a specific program relative to their desire to enter all of the other programs at the same degree level statewide.

Student Demand for Location: The extent to which students wish to enter a specific program at a particular location, relative to the desire to enter that program anywhere in the state.

Institutional Demand for Program: The degree to which an institution depends on a specific program for its overall enrollment.

Graduate Production: The average number of graduates from a program over the past three years.

Similarity: The extent to which two geographically co-existing programs match on an index composed of seventy discrete variables.

Manpower Demand: An estimate of the relationship between available positions and graduates of programs within a given HEGIS Listing.

An Explanatory Note on "Unnecessary Duplication":

The present study seeks to be responsive to the State Board resolution in two primary ways. First, it provides a data base whose descriptive indices of each program lay the foundation for institutional judgments about the extent to which

a program may resemble others. Each of the indices just defined describes a dimension which can be used to compare programs. Second, the study offers a method for institutional leaders to make a judgment on the degree of duplication between two co-existing programs.

As the reader now considers the section of Findings, it might be kept in mind that the Geographic Co-existence of two programs is the initial measure of program duplication. All of the other indices refine and extend this initial measure of co-existence insofar as availability, student demand, institutional demand, graduate production, similarity and manpower demand are concerned.

The Findings:

Interstate Comparisons: The number of degree programs in Pennsylvania available per million population age 18 or over is essentially the same as in New York and Ohio. Details by degree level are revealed by the following:

PROGRAM LEVEL	NUMBER OF PROGRAMS PER 1,000,000 POPULATION 18 YEARS AND OLDER		
	Pennsylvania	New York	Ohio
Associate	43.64	53.67	66.88
Baccalaureate	270.72	223.30	277.97
Masters	96.62	115.56	91.75
First Professional	4.54	3.05	3.94
Doctoral	41.25	48.59	35.61
TOTAL	456.77	444.17	476.15

Supply of Programs in Pennsylvania: For the 1975-76 academic year studies, 5375 degree programs available to the

citizens of the State were included in the project. Programmatic needs of the citizenry are generally well met by this array of programs. Perhaps a gap is to be found at the Associate Degree level in some areas of the State. More specific programmatic gaps might be identified within regions, but this analysis is left to institutional initiatives.

The distribution of degree programs for the State follows:

DEGREE PROGRAMS IN PENNSYLVANIA
1975-76

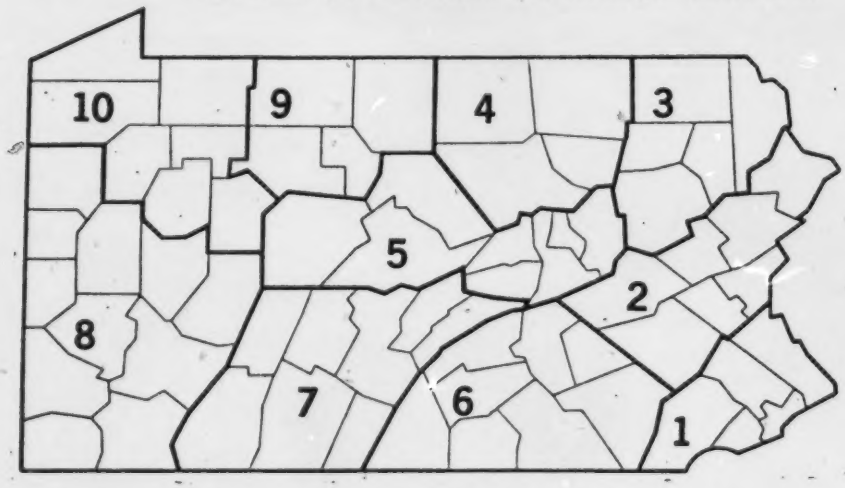
SEGMENT	ASSOC.	BAC.	MASTERS	FIRST PROF.	DOCT.	TOTAL
State-owned(14)	3	672	278	-	2	964 (17.9%)
State-related(4)	10	283	389	7	322	1011 (18.8%)
State-aided(13)	13	121	144	11	106	395 (7.3%)
Community Colleges(14)	258	-	-	-	-	258 (4.9%)
Private colleges, Universities and Seminaries(98)	61	1797	348	18	151	2375 (44.2%)
Private junior colleges(11)	70	-	-	-	-	70 (1.3%)
Off-campus centers and branch campuses (36)	98	36	48	1	5	188 (3.5%)
Degree-granting proprietary institutions(36)	114	-	-	-	-	114 (2.1%)
TOTAL	627 (11.7%)	2909 (54.1%)	1216 (22.6%)	37 (0.7%)	586 (10.9%)	5375 (100.0%)

Availability of Programs by Region and Segment:

There are differences by degree level of programs offered by the various segments of Pennsylvania institutions and within the educational planning regions of the State.

The private colleges and universities offered three quarters of their more than two thousand programs at the baccalaureate level, and about the same percentage applied to the programs of the state-owned colleges. The community colleges, the proprietary schools, and the private junior colleges offered all of their programs at the associate level. All segments offered some degree programs at the associate level as well. The doctoral level was dominated by the state-related, the state-aided, and the private institutions. Interestingly, the number of programs available at the doctoral level was greater in the private segment than in the state-aided group. Yet doctoral programs, on the other hand, constituted a relatively small percentage of the more than two thousand programs available in Pennsylvania's private colleges, universities, and seminaries.

HIGHER EDUCATION PLANNING REGIONS



Every region in which baccalaureate programs were offered (nine out of the ten) showed a high percentage of their total number of programs at this level. In no region was this proportion less than forty-five percent of the region's total offerings. The largest number of programs at all levels was available in Region 1 and Region 8, not unexpected since these two regions showed the largest numbers of adults to be served.

Within regions, there was also considerable variation in the proportion of different degree levels. For example, Regions 3 and 4 showed almost a quarter of their programming at the associate level, while Regions 5 and 10 showed under ten percent of their programming at this level.

The academic discipline most heavily represented in the study varied for the five degree levels.

At the associate level the most common program was in business and commerce technology.

At the baccalaureate level the social sciences were most commonly found.

At the masters and doctoral levels, education was most frequently found.

At the first professional level the health professions predominated.

On the basis of the study as summarized above and the context of higher education in Pennsylvania, PACU has developed a number of conclusions, recommendations, and policy statements which are presented in the next major section of this document.

Chapter III

PACU CONCLUSIONS, RECOMMENDATIONS AND MAJOR POLICY STATEMENTS

The Conclusions:

The following conclusions are proposed:

-Pennsylvanians can take considerable pride in the wide availability of academic programs that generally meet the demands of students and the larger society.

-The degree of program co-existence is currently more a condition of beneficial diversity throughout the state than a matter of "unnecessary duplication". There are nonetheless a number of possible soft spots at the level of geographical density and programs with low demand. These must be identified and evaluated at the institutional level.

-Within the State, 3943 programs were found to co-exist, but generalized problems of "unnecessary duplication" were not found. Instances of degree programs carrying such potential obviously might be found in any of the program areas addressed in the study, depending upon the criteria being used as bases for judgment.

For example, from the examination of programs in Pennsylvania, the variation between and among programs in each of the eight indices developed in the study is evident and can be examined. In the case of business and commerce technologies at the AA level, as an illustration, the programs included show relatively high rankings on the indices of geographic co-existence, availability, similarity, institutional and student demand and are in a favorable category of manpower need.

Looking at the baccalaureate level foreign languages, the programs involved show relatively low position in student and institutional demand, but high geographic co-existence and availability. They are also in an unfavorable category of manpower demand.

Persons making decisions as to the "wasteful duplication" of such programs and the others included in the study need to take all of these determinations into account because any one is inadequate and if taken alone can lead to an indefensible conclusion.

-Programs that are geographically co-existent will rarely, if ever, be perfect duplicates or clearly "wasteful". However, a review of any two co-existing programs could lead to a judgment to follow any of several strategies directed toward the best utilization of resources.

-Since "wasteful" or "unnecessary" duplication is fundamentally a value judgment, the method assumes such judgments must be made at the local level where the sensitive interrelationships between two programs may best be assessed. In the section on Conclusions, a point of view on the criteria for judgment will be offered.

-Of the criteria for judging the possible "unnecessary duplication" of two co-existing programs at the local and regional levels, the following observations are offered:

1. Most important is the criterion of <u>student demand</u>. It is most important because it is the measure through which the basic premise of an educated citizenry, the principle of informed student choice, and the principle of social utility is implemented. It is difficult to justify the maintenance of programs when there is no need evidenced by students. Some such programs will have importance in the overall institutional program. This is a policy matter.

2. Next in importance is resource availability. The present scope and diversity of academic programs in Pennsylvania is determined by the level of resource availability provided by student tuition, other private funds, and the substantial resources provided by state and national government. As noted earlier, when these resources do not meet total need, then a variety of efficiency and curtailment moves are possible before degree program elimination is suggested. Nonetheless, if efficiency and curtailment moves are not adequate, the present study provides a rational approach to the selective reduction of co-existing degree programs.

3. Third in importance is the ebb flow of manpower need. From time to time the shifting demands of the manpower consuming economy are presented as pressures for program curtailment. Nonetheless, historical experience has shown that these shifting demands are capricious with the economic ups and downs. The lifelong investment in the development of the citizenry ought not be subjected to such fickle trends. Hence, PACU reaffirms the principle of informed student choice in spite of transitory manpower trends as the dominant guide. Having stated this, the Association does not deny the need for selective re-consideration of programs where there may appear to be substantial oversupply and where the reallocation of resources to other areas is sound institutional and public policy.

-Although the study has focused on degree programs, it must be kept in mind that many participating institutions also have major mission in non-degree programs, as well as research and community service. These, too, can be duplicative and possibly wasteful. Since the research, service and educational functions are not easily separable, any review of the educational programs at the instituional level should consider the other functions as well.

-Finally, it may be concluded that the post-secondary education community has taken an important step through the present study

in developing a rational, responsible and systematic approach to the monitoring, evaluation, and reshaping of the array of academic programs provided for the fuller development of the citizens of Pennsylvania.

Recommendations:

The following recommendations are proposed:

For the Institution:

1. The institutional data base generated by this study should be used to support institutional academic program planning, and subsequent program modifications and initiatives.

Within the context of the State Master Plan and State Board of Education policies, institutions working with neighboring institutions and through their regions can develop both independent and/or cooperative program initiatives to maintain strong faculties and quality programs.

Because local conditions must be understood before a proper assessment can be made of a program, the initiative for planning and action necessarily remains at the institutional level. The applicable data from this study, in concert with institutional values and decisions, ought to enable an institution to demonstrate its ability to respond to changing times, remain economically healthy and programmatically strong.

2. The development of institutional master plans should be encouraged. Such plans should provide for evaluation of those programs which may be duplicative.

Careful planning for the wise use of institutional resources and assets should be an institutional objective. The precise techniques of planning, the data bases, the value

structures involved in planning are for an institution to determine. The data of this study used within the State Board's guidelines for program approval, should ensure that each institution gains a regional perspective as to how its resources may be most wisely used.

Institutional leadership generally understand the problems of resource management. During the period of enrollment growth, it was possible to add a few specialized courses in a particular subject field and thereby to achieve academic majors. Facing the possibility of enrollment contraction of the traditional 18-22 year old student, institutions are confronted with several programmatic alternatives such as, but not limited to:

1. Deleting of specialized courses essential to an academic major and retention of a strong general program of studies.

2. Maintaining the academic major by sharing specialized classes with nearby institutions.

3. Deciding to concentrate upon sets of majors, while placing lesser priorities on certain other majors to the point of dropping them.

The problems associated with these decisions are quite complex. Local factors interacting with regional and state policy issues and problems of timing, all affect decisions which are dedicated to the proposition of achieving quality of effort while sustaining strong, well-balanced faculties, as an imperative resource essential to the health of a democratic society.

For the Region:

1. The educational planning regional organizations should be the primary mechanism for inter-institutional coordination of

program offerings.

While some program co-existence may cut across regional lines, most of the issues can be considered at the regional level with advice and counsel being sought from among institutional peers. It should be recognized that inter-institutional cooperation results, in the final analysis, from the mutual interests of two institutions being equally well served. Teasing out this mutuality of concern is a complex task. The regional mechanism appears currently to represent the best hope for achieving this goal. Resources for regional planning organizations are essential for this effort to work.

For the State:

1. The data and findings of this study should be used in the process of developing the new State Master Plan for Post-Secondary Education.

The PACU study presents a point of view -- a set of assumptions upon which judgments about programs may be made. Planning issues with respect to degree levels, educational regions, inter-institutional relationships, can be better understood through the use of the findings and data of the PACU study. The broad-gauge findings and conclusions should provide direct assistance to the task force working on program supply for the State Academic Master Plan.

2. The broad-gauge data, findings and conclusions of this study should be used to assist the State Board of Education in formulating state-level program policies.

In evaluating programs moving into Pennsylvania from out of state institutions, the State Board could assess any

specific proposal by utilizing study data.

In articulating policies which address emerging needs, the data of this study can be immensely helpful by indicating where programs are already being offered -- by institution, region, or segment, or, indeed, in an adjacent state. For example, the facts regarding the associate degree issue can be illuminated to a considerable degree by the study data.

3. A mechanism for sharing program information with other states should be developed.

The feasibility of this recommendation has already been demonstrated by PHEAA whose efforts have been particularly productive in generating policies affecting student aid and tuition which are mutually beneficial to students in adjoining states. Present State offices should be encouraged to explore comparable avenues of interstate cooperation in the area of academic programs, utilizing fully the counsel and advice of institutions which may be affected.

For PACU:

1. The study's structured data base, essential for planning and evaluation should be maintained.

While it is true that many decisions can be made on the basis of experience and judgment, it is also true that valid data can frequently be of major assistance in the process of decision making. In order for valid data to be available, this data base should be reviewed periodically. This would provide reasonably current unit records.

As a subsidiary to this recommendation, a process ought

to be provided for those instances where an institution or a set of institutions would wish to up-date their own unit records for immediate use.

2. The processes of the current study should be improved.

This study breaks new ground. It goes beyond the mere counting of programs. The techniques being newly developed for use in Pennsylvania can undoubtedly be refind, deepened and expanded in scope and meaning. Quality of effort and cooperation from institutions is essential and needs constant improvement. Continued efforts to achieve these goals should be encouraged.

There is a particular urgency to improve data on emerging student and societal needs for postsecondary education. There is currently no mechanism to develop and assess such data. Without such knowledge the basis for evaluating existing programs or justifying new programs is fragile indeed. The urgency is heightened by the pace of cultural change in the nation, a phenomenon which requires all citizens to review their knowledge, skills and understanding throughout the life span.

Whatever the mechanism arrived at, there must be provision for both public representatives and institutional representatives to participate in the identification of both citizen and societal needs.

Next Steps:

This report of the Study of Academic Programs in Pennsylvania has sought to respond to the requesting resolution of the State Board of Education passed three years ago. During the intervening time, a major ground-breaking study was organized,

designed, implemented and now reported. In addition, the community of institutions comprising the Commonwealth System of Higher Education have established a basis for working together to consider better paths to the future. The Pennsylvania Association of Colleges and Universities is already working with its member institutions to take a series of next steps in relating the study to better institutional planning and management, and is seeking funds to insure that this can be done. Activities being considered include a general presentation to the PACU membership with full opportunity for comment, general seminars for institutional planners, and technical assistance to institutions requesting such help.

With this report, the State Board, the executive and legislative leadership, the other leadership cadres of the State, and the citizenry, are invited to consider the findings, conclusions and recommendations and respond to them. The process currently underway to revise the State Master Plan for Post-Secondary Education provides a useful setting for such response.

Once processes and plans are conceptualized, all parties can move ahead to continue to develop and provide the quality of postsecondary education the citizens of Pennsylvania need and deserve.